

Available online at www.sciencedirect.com

Procedia Social and Behavioral Sciences 15 (2011) 913–917

Procedia
Social and Behavioral Sciences

WCES-2011

The Relationship between Child Educational Styles and Irrational Thoughts of Students: A Canonical Correlation

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Abstract

The purpose of the present research was to investigate the relationship between child educational styles and irrational thoughts of students. The sample group was all students of the junior school of Kangavar city, among them 200 students that have been chosen via multistage random sampling method, and were studied. All participants were asked to complete the "Jones Irrational Beliefs" and "Childrearing Practices". Data was analyzed by using canonical correlation and Pearson correlation. The result of the first canonical correlation showed that the variable of disciplinary father among the variables of childrearing, and the variable of self-reproach among irrational beliefs have an important role. the variable of free-spirited mother among child educational styles, and variable of expecting the approval of others among irrational thoughts are more important than other variables.

Keywords: Child Educational Styles; Thoughts of Students; Canonical Correlation

1. Introduction

From 1920s, the development psychologists became interested to know how parents develop their child socially and make them to acquire competency. One approach is Childrearing Practices, which is affected by different factors including cultural, social and economic ones (Hardy & et al, 993). Baumrind (1975, cited by Shamlou, 2004) classifies the parents into three classes of permissive, authoritative, and democratic. The permissive parents accept the behavior of their children, encourage them, are more kind and let them to be freer. The children of such parents cannot control their desires and are not self-esteemed. The parents of the children are very responsive, but they expect very little from their children (Steinberg & et al, 1994). The authoritarian parents believe that their children shall obey their orders and they use force and punishment to meet their objectives. These parents have unsatisfied, introvert and distrustful. They have a cold relationship with their children and control them excessively (Baumrind, 1991). Finally, the democratic parents are the moderate type of both classes of parents. They guide their children clearly and their order and discipline is accompanied with warmth, flexibility and verbal dialogue. The children of such parents are mentally and physically healthier than those of the two abovementioned classes of parents in the

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sense of self-confidence, control of desires, curiousness, creativity, satisfaction of himself and others, and compatibility with others (Steinberg & et al, 1994).

The researches indicated the negative and positive effects of childrearing practices of parents on the performance of children (Cohen, Richardson, & La Bree, 1994; Stein, 2001; Lamborn, Mounts, Steinberg, Dornbusch, 1991; Steinberg, Lamborn, Lamborn, Darling, Mounts, & Dornbusch, 1994) self-esteem (Robin & Foster, 1989; Ruddy & Grusec, 2006) educational performance (Dornbusch & et al, 1987; Parson, 1994) emotional development (Lamborn & et al, 1991) and smoking (Ary, Duncan, Duncan & Hops, 1999; Fleming, Kim, Harachi & Catalano, 2002).

Moreover, the permissive childrearing style is in positively related to less competency, compatibility and mental health problems (Baumrind, 1991; Lamborn, Mounts, Steinberg & Dornbusch, 1991; Davari, 2004); the democratic childrearing style is in positive relation to more competency, stability, higher grades, and improvement of educational performance (Steinberg, Mounts, Lamborn, Dornbusch, 1991, & Steinberg, 2001); finally, the authoritarian method is in positive relation to high anxiety, low self-esteem, less competency and social balance (Berg, 2000). The permissive method is also related positively to disobedience, being spoiled, low school performance, and antisocial behaviors (Berg, 2000). The authoritarian method is in positive relation to the positive performance in school (Chao, 1994; Juan & Larry, 2004; Lamm & Keller, 2007).

According to the researches, childrearing practices are in relation to irrational thoughts, reaction to frustration, emotional irresponsibility, and perfectionism, demanding for approval, and over-expectation (Doroudgar & et al. 2005). According to such approaches, the beliefs and behaviors of parents reflected by family pattern or childrearing practice are very important factors that create the personality of children and fix the ethical traits of children and their thoughts. Therefore, the beliefs and behaviors of parents can be the reasons of irrational thoughts of children (Grutwani & Copper, 1986; Kargar Sholi & Paknezhad, 2003). Irrational beliefs are a set of ideas and beliefs, which are not based on reality and prevent the person having such ideas and beliefs to meet his main objectives and be happy (Dryden & Bond, 1990). They are mostly accompanied by exaggeration, inflexibility, and absolutism (Ghassemi, 1984). Irrational beliefs can be classified differently. According to one classification, there are ten irrational beliefs, which are 1- demand for approval, 2- high self-expectation, 3- blame proneness, 4- frustration reactive, 5- emotional irresponsibility, 6- anxious over concern, 7- problem avoidance, 8- dependency, 9- helplessness for change, 10- perfectionism (Sudani, 1996, cited by Siavoshi & Navabinezhad, 2005). These beliefs are desires and objectives that change gradually to necessary preferences, and if they are not met, they cause derangement (Biabangard, 1974 cited by Zarei Dust & et al, 2007). Irrational beliefs may lead to annoying consequences such as guilt and uselessness feeling, anxiety, hostility and affective disorders (Prochaska & Norcross, 2006). Bearing in mind the abovementioned facts, this research aims to study the relation of childrearing styles and irrational thoughts. For this purpose, the following hypotheses are proposed: 1- childrearing practices are related to irrational thoughts; 2- how do childrearing practices (permissive, authoritarian, and democratic) lead to irrational thoughts?

2. Method

The statistical community of this research was all students of the junior school of Kangavar city. The sample group includes 200 students that have been chosen via multistage random sampling method, and were studied. Data was analyzed by using canonical correlation and Pearson correlation.

3. Measures

3.1. Jones Irrational Beliefs Questionnaire: This questionnaire contains 100 questions and ten subscales (Siavoshi & Navabinezhad, 2005). The minimum score of this test is 100 and the maximum score is 500. The minimum score indicates that the tested member thinks rationally and the maximum score shows that the questioned person has irrational ideas (Sudani, 1996). Smith & Zurawski reported based on many observed researches that there is a high correlation between irrational beliefs test and emotional derangement. In these researches, the relation between irrational beliefs test and rational beliefs test were firstly 0.66 and secondly 0.71. The correlation of these two tests with other tests such as anxiety test, Beck depression test, and anger test has been reported respectively equal to 0.70, 0.77, 70.59, 50.55 %, these correlations were 0.99 significant (Sudani, 1996; cited by Siavoshi & Navabinezhad, 2005). According to Jones, the total reliability of this test is equal to 0.92 the reliability of each subscale is equal to 0.66 to 0.80, and the average reliability of all subscale is reported equal to

0.84. In Iran, the reliability of this test has been reported by Sudani (1996), Darban (1997), and Davoodi (1999) equal to 0.79, 0.81, and 0.68 respectively.

3.2. Childrearing Practices Questionnaire: the questionnaire of parent's authority has 30 phrases, which studies the styles of childrearing adopted by parents using Likert scale. 10 phrases describe permissive practices, 10 phrases are assigned to authoritarian method, and 10 other phrases describe democratic practices (Boray, 1991). This questionnaire has diagnostic and criteria validity, and its reliability is calculated based on reliability retest and the results are as follows: democratic method = 0.78, authoritarian method= 0.81, permissive practices = 0.81, permissive father = 0.81, democratic father = 0.91, permissive father= 0.77. This questionnaire has been used in different countries (Wise & Schwartz, 1991; Chen et al., 1997). The reliability coefficient of kronbach alpha coefficient for the Iranian version of this questionnaire is 0.76 for democratic mother, 0.74 for authoritarian mother, and 0.69 for permissive mother, 0.74 for democratic father, 0.75 for authoritarian father, and 0.72 for permissive father.

4. Results

Table 1. Loads and Coefficients of Basic Scores of Childrearing and Components of Irrational Thoughts based on Basic Variables

Index	Variables	Dimensions			
		First canonical loads		Second canonical loads	
		Basic Loads	Basic Coefficients	Basic Loads	Basic Coefficients
Child Rearing Practices	Permissive Mother	0,02	0,02	0/00	0,06
	Liberal Mother	0,21	0,05	-0,72	-0,84
	Authoritarian Mother	0,31	0,3	0,55	0,70
	Permisstive Father	0,11	0/00	-0,17	-0,11
	Liberal Father	0,08	0/00	-0,11	0,10
The component s of Irrational Beliefs	Authoritarian Father	0,99	0,98	0,02	-0,02
	Perfectionism	0,20	-0,05	0,02	0,13
	Demaing Approval	0,10	-0,02	-0,58	-0,59
	High Self-Expectations	0,15	0,01	0,03	0,18
	Blame	0,99	0,97	0/00	-0,31
	Reaction To Frustration	0/00	0/00	0,40	0,11
	Emotional Irresponsibility	0,05	-0,03	0,54	0,65
	High Concern	0,03	0,03	0,01	-0,53
	Problem Avoidance	0,26	0,01	-0,07	-0,17
	Dependency	0,58	0,04	0,48	0,49
	Helplessness For Chage	0,47	0,01	-0,08	0,12
	Total	0,10	0,02	-0,16	0,03

0.30 has been used as the cutoff for loading (Tabachenk & Fidel, 2001) and the loads of the components, which were more than 0.30 were studied to determine the relation between the variables. As the table (1) indicates, the results of the first basic correlation show that authoritarian father among childrearing practices and self-blaming among irrational thoughts have important roles, i.e. the strictness of parents may enhance self-blaming, and helplessness for change. The second basic correlation, which has 69 percent of common variance between two correlations is significant and shows a different angle of the relations of childrearing practices and irrational thoughts. It indicates that liberal mother among childrearing practices and demanding the approval of others among irrational thoughts are more important than other variables.

5. Discussion

This research aims to study the relation of childrearing practices and irrational thoughts of students. The results of two basic correlations of this research show that there is a significant relation between the childrearing practices and irrational thoughts. These results are similar to the results of the study conducted by Doroudgar et al. (2005), Grutwant and Copper (1986), Kargar Sholi & Paknezhad (2003). The results of the first basic correlation show that

there is a significant relation between the forecasting variables (childrearing practices including permissive, authoritarian and democratic styles) and criterion variables (irrational thoughts including 1- demand of approval, 2- high self-expectation, 3- self-blaming, 4- helpless reaction to frustration, 5- emotional irresponsibility, 6- high concern accompanied with anxiety, 7- problem avoidance, 8- dependency, 9- helplessness for change, 10- perfectionism). It seems that a combination of authoritarian styles may enhance self-blaming irrational thoughts and helplessness for change. This finding indicates that the parents, who educate and rear their child strictly, cause their children feel dependent and blame themselves more and feel helpless for making any change. To explain more, it must be mentioned that strict parents place value on the obedience of their children and resort to force and punishment to meet their desires. As a result, thinking irrationally is enhanced in their children. They think that their life without their parents is impossible and they should depend on strong people. They think that they are bad and vicious and they shall be therefore punished, and any person that commits an offence shall be punished. The obedience of the children of authoritarian parents leads to the enhancement of helplessness for change. They think that if the events are not happened in such a way that she/he wants, misery will be brought.

The results of the second correlation show that there is a significant relation between the set of forecasting variables and the set of criterion variables, and 60 percent of the variance of criterion variables is explained by forecasting variables. It seems that a combination of limited method liberal parents' childrearing and high used of strict mother childrearing method may lead to emotional irresponsibility, dependence, and decrease in the demand of approval of others. The permissive parents accept the behaviors of their children more, encourage them, are kind, and let their children be freer. The children of this type of parents cannot control their desires and lack self-confidence. They are dependent, and feel emotionally irresponsible. The children of these parents think that life without their parents is impossible and they need to depend on a strong person (dependency). They feel deranged when they catch in bad events. They believe that this is the effects of external incidents and events that determine the emotional status (emotional irresponsibility).

According to the findings of this research, it is suggested that the parents shall be learnt by holding courses and training workshops to identify their inappropriate childrearing practices and correct them accordingly to prevent any irrational thoughts. It is also suggested that appropriate childrearing styles are provided to parents to help them create rational thought in their children.

The present research studies the different aspects of childrearing practices having effect on forecasting irrational thoughts. Therefore, the results are only important to identify the effects on these two variables. This research was a limited in the sense that the sample group consists only of students, and the results of the research should be generalized to other classes and groups carefully. It is required that other researches with more diverse samples with the separation of sexuality of the population are conducted.

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